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ABSTRACT

The 1983 Indianapolis Project STRIVE was designed to address the problem of youth unemployment while increasing opportunities for career education, enhancement of self-esteem, and the development of leadership skills among older adolescents, 16 to 21 years of age. Concurrently STRIVE was designed to provide elementary students with instruction in basic academic skills through an experiential education model utilizing community field experiences. Twenty-five young people participating in the school district's summer employment program were trained as tutors and then used their new skills to engage the elementary students in three days of learning activities each week in preparation for a field trip on the fourth day. Following the field trip, the tutors engaged the students in learning activities which were outgrowths of the trip experience. The evaluation, carried on by means of record analysis, observations, interviews, and questionnaires, concluded that, in general, the project's major goals were achieved. It was recommended, however, that some changes be made in program organization and in training and that, in future years, much more emphasis be placed on the cognitive aspects of the program experience. Appendices to this report contain evaluation materials. (CMG)

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Final Evaluation Report

Project STRIVE

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UD023743

Final Evaluation Report

of

Project STRIVE
(Summer Trips Result in Valuable Education)

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Acknowledgements

The topic of an education-business partnership resulting in student employment, continues to be of interest to those concerned with the future of education and ways in which these institutions can best serve the nation's youth. By examining this effort the evaluators have attempted to illuminate and clarify the kinds of issues that continually arise in the development, implementation and evaluation of school-business programs.

Our thanks are due to all the people who have helped to make this evaluation possible. Work with students exists within the framework of a total philosophy of education whose purpose is employability in the world of work. This illustration of cooperation in this partnership is stimulating and exciting and promotive of an environment where the leadership and staff are given the responsibility and encouragement to think.

We gratefully acknowledge the fiscal and human resource support given the project by the Eli Lilly Endowment, the Greater Indianapolis Progress Committee (GIPC), and the Indiana University School of Education in the conduct of the program and evaluation. This outreach service to the Indianapolis Public Schools is to be commended and encouraged further.

INTRODUCTION

An Overview of Project STRIVE*

Background

The 1983 Indianapolis Project STRIVE was based in part on the cross-age youth leadership and academic enrichment programs initiated and funded by the Lilly Endowment of Indianapolis. STRIVE was designed to address the problem of youth unemployment while increasing opportunities for career education and positive self-esteem development among older adolescents, ages 16 through 21. Concurrently, STRIVE was designed to augment the personal and academic development among elementary school students who were entering the fourth and fifth grades.

The program was designed to provide an opportunity for college, high school, and elementary students to participate together in an innovative experiential education program. The program featured academic enrichment, field experiences throughout metropolitan Indianapolis, community service activities, and leadership training utilizing three separate school sites and adjoining neighborhoods as learning laboratories.

STRIVE was administered by the Indianapolis Public Schools in cooperation with Lilly Endowment and the City of Indianapolis, Division of Employment and Training.

Goals and Objectives

1. Youth Employment: Work Experience for Summer Youth Employment Program (SYEP), Student Training Achieves Results (STAR) Youth

   To employ 30 SYEP participants in jobs that provide opportunities to develop leadership skills, to render service to the community, to increase career awareness and to enhance their self-esteem.

2. Career Education: SYEP STAR Youth and Elementary Students

   To provide experiences that will increase career awareness.

*The information provided in the INTRODUCTION section of this report was taken from documents provided by the Indianapolis Public Schools.

3. Basic Skills Development and Academic Enrichment: Elementary Students

   To provide elementary students with instruction in basic academic skills using an experiential education model utilizing community field experiences and SYEP students as teachers.

4. Self-Concept Enhancement: SYEP STAR Youth and Elementary Students

   To provide opportunities for genuine challenges and successful experiences in an environment of active learning.

5. Health and Fitness: SYEP STAR Youth and Elementary Students

   To enhance the general physical well-being of participants through the provision of nutritional supplements and physical activities.

6. Understanding of Neighborhood, Community, City and County: SYEP STAR Youth and Elementary Students

   To expose young people to the wealth of resources within the Indianapolis Metropolitan Area.

7. Improved Attitudes and Sensitivity Toward People of Different Race, Background, Sex and Age: SYEP STAR Youth and Elementary Students

   To encourage an understanding, empathy and appreciation of others, through the involvement of youth in shared experiences with a variety of people.

8. Leadership Development: SYEP STAR Youth

   To enhance the leadership capabilities of the SYEP youth through the facilitation of consequential problem-solving experiences, pre-program training activities, and demanding small group leadership requirements.

9. Community Service and Citizenship: SYEP STAR Youth and Elementary Students

   To create service-learning experiences at the school sites and in neighborhoods that will demonstrate the worth and rewards of serving your community.

Job Descriptions

Role of the Site Coordinator (Professional Educators)

1. Operates as an effective servant-leader.

2. Knows all the roles and reinforces them. The site coordinator has the big picture, not just for one day but for the total program. Has a vision of how all the pieces fit together.

3. Responsible for communication to central administration.

4. Responsible for the safety and well-being of all people on the site.

5. Responsible for developing plans for medical, fire and other emergencies.

6. Keeper of the weekly plan board. Keeps all changes up to date.

7. Coordinates all supplies. Knows how to order.

8. Manages logistics. Knows who is going where. Coordinates necessary transportation arrangements.

9. Maintains staff attendance and pay records.

10. Coordinates all site personnel.

11. Supports the work of the assistant site coordinators and the tutors.

Site coordinators are in charge of all resources, people, supplies etc. They are the information center for the site. They collect resources to match the needs of the site.

Role of the Assistant Site Coordinator (College Students)

1. Operates as an effective servant-leader.

2. Responsible for facilitation of planning by teacher.

3. Communicates to the site coordinator, calling attention to any special needs.

4. Frees the teachers to teach and relate to students.

5. Assumes four functions: (a) Structuring; (b) Coaching; (c) Reinforcing; (d) Accepting in relationship to the teachers.

6. Watches for weaknesses --- trouble spots. Intervenes when necessary with help, support, counsel, being careful to maintain the integrity of the teacher.

7. Provides a "presence" to support order. Helps with problems related to appropriate control and discipline.

8. Knows what is going to happen, facilitates movement, keeps the time frame, coordinates the action.

9 Documents interesting events, provides vignettes to administrators for submission to public relations people.

10. Develops good one-on-one relationships with teachers.

11. Helps with the evaluation process. "How well are we carrying out

our roles?" Facilitates good communication to improve the quality of the site.

Role of the Tutor (High School Students)

1. Acts as servant-leader for 10 elementary students.
2. Plans daily program at least one week in advance with assistance of site coordinator and assistant site coordinator.
3. Responsible for attendance, morale and curriculum delivery to middle school students. (Students who do not attend should be called the same day.)
4. Communicates successes and problems to supervisor to secure help, to document, to develop public relations materials.
5. Communicates program adjustments to supervisor.
6. Solves program problems with assistance of site coordinator and assistant site coordinator.
7. Evaluates program effectiveness. Reports favorite/least favorite activities on regular basis.

The project hinges on the effectiveness of the tutor in relationship to the middle school students. This role is vital.

It should be noted that the original plan included site coordinators, group leaders, youth team leaders and youth activity leaders. The implementation of the program resulted in the use of site coordinators (professional educators), assistant site coordinators (college students) and tutors (high school students), (see Appendix A).

Training and Timeline

Project STRIVE Orientation Workshop for Site Coordinators--June 1-8, 1983

This training consisted of five (5) days, two (2) hours per day in the evenings. During this time, the Project STRIVE site coordinators were involved in programmatic in-service with the managers and assistant managers from the other SYEP programs.

Assistant Site Coordinators and Tutors Training--June 20-24, 1983

This training consisted of five (5) days, six (6) hours per day.

During this week, the Project Consultant (Jim Kielsmeier), Curriculum Design Specialist, and the Project STRIVE staff taught the high school and college students about their roles as small group curriculum facilitators. The training included sessions on games, team building, student discipline, basic skills and experiential education.

Implementation of the Program--June 27-August 19, 1983

Project STRIVE staff and elementary students began the program at three (3) sites--Schools 110, 45 and 15. Eighty (80) students were expected to enroll at each site. (see Table 2 for actual numbers).

Weekly themes were developed for the project. The themes were rotated at project sites with the exception of Theme Eight in which the sites jointly participated. The following list provides the weekly themes:

Theme One	Neighborhood Adventure: Self and Community Awareness Field Experience: Community Service Project
Theme Two	Producing Our Food: Indiana Agriculture Field Experience: Farm
Theme Three	Roots of the City: Walking Through History Field Experience: Circle and Downtown
Theme Four	Earth Care: An Environment We Can Live With Field Experience: Eagle Creek
Theme Five	Dateline Indianapolis: Reporting the City Field Experience: TV Station (Channel 6)
Theme Six	Indy-Vision: A Future for You and the City Field Experience: Indiana University Natatorium
Theme Seven	On the Move: Transportation Systems Field Experience: Airport
Theme Eight	Festival: Celebrating the Summer of '83 Field Experience: Festival

On Monday, Tuesday and Wednesday of each week, the assistant site coordinators and the tutors engaged the students in learning activities in preparation for a field trip on Thursday. Reviewing the trip and participating in learning activities which were outgrowths of the field trip were

Friday's activities. Classroom type learning, games, movies, speakers and field trips were coordinated on a weekly basis.

Evaluation

The evaluation incorporated four sources of information (see Appendices B-H). The methods of collecting the information were the analysis of records (i.e., attendance records of students and tutors, attrition rate and demographic data), observations (i.e., training, classroom activities and field trips), interviews (i.e., three site coordinators, three assistant site coordinators, eighteen tutors and ten percent of the students) and questionnaires (i.e., all students and tutors). Observations and interviews provided a qualitative analysis of the program, while the questionnaires and record analysis provided quantitative measures of evaluation.

The interview and questionnaire instruments were reviewed by a panel of experts to insure content validity. A random sample of students (N = 18) and tutors (N = 18) were interviewed by members of the evaluation team. Interviews were conducted with all of the site coordinators (N = 3) and assistant site coordinators (N = 3). The questionnaire was administered on two (2) different dates at each of the three (3) sites in order to survey absent respondents. Twenty-four tutors responded to the questionnaire. Four tutors failed to respond, resulting in an 86% response rate for this group. The student group had a 40% response rate with only a total of 69 students present at the three sites during the questionnaire administration period. The response rates are based on the number of tutors/students reduced by the attrition rate.

The evaluators acquired the attendance/attrition records at the sites of the program from the site coordinators. The analysis of these records included student enrollment, average daily attendance, attrition rate and demographic data and tutors' attendance, attrition rates and demographic

data. The training component was analyzed for its ability to prepare STRIVE employees (i.e., site coordinators, assistant site coordinators and tutors), for effective implementation of the program. Classroom activities and the program's curriculum were evaluated for their design, skills, appropriateness and effectiveness to achieve the program's goals, implementation and follow-up. Criteria for the analysis of the field trips included preparation, application of skills, student interest and behavior, student appreciation and understanding of each field trip, value and appropriateness of the learning experience. Site coordinators, assistant site coordinators, tutors and students were observed, interviewed and/or surveyed to see if the program's goals were achieved (i.e., career and community awareness, academic achievement, student attitude improvement, health and fitness, leadership development and youth employment). Various aspects of the assistant site coordinators' and tutors' work experiences were examined (i.e., job performance, career and community awareness, relationships with students, job motivation, attitudes and operational procedures).

The evaluation process utilized a systematic implementation of the data collection procedures (see Table 1). The following pages report the findings from the data collection procedures. The results section of this report presents a summary table of the attendance/attrition rates and demographic data for the tutors and students; a summary of the observations of training, field trips and classroom activities; a summary of the site coordinator, assistant site coordinator, tutor and student interviews; and a summary of the findings from the questionnaire administered to the tutors and students. The final section of the report provides conclusions and recommendations for the STRIVE Project.

TABLE 1

Evaluation Timetable: Project STRIVE

(June 13,1983 - August 5, 1983)

	June 13 - June 17	June 20 - June 24	June 27 - July 1	July 5 - July 8	July 11 - July 15	July 18 - July 22	July 25 - July 29	August 1 - August 5
	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F
Analysis of Records (Attendance, attrition rates)			X		X			X
Observations	X	X	X X		X X	X X		X X X
Interviews		X X			X X	X X		
Administration of Questionnaire							X X X	X X X

The above timetable details the length of the summer program and proposed evaluation intervals.

RESULTS

TABLE 2

Summary of Attendance/Attrition

	Tutors			Students		
	Site A	Site B	Site C	Site A	Site B	Site C
Total Participants/ Enrollment	10	10	12	64	70	84
Attrition Rate	30%	30%	8%	39%	30%	1%
Total Possible Days of Attendance	44	44	44	39	39	39
Average Daily Attendance	8**	8**	12**	37**	39**	40**

TABLE 3

Summary of Demographic Data

	Tutors			Students		
	Site A	Site B	Site C	Site A	Site B	Site C
Number of Black Participants	10	10	12	11	69	84
Number of White Participants	0	0	0	53	1	0
Number of Female Participants	7	8	10	35	39	40
Number of Male Participants	3	2	2	29	31	44
Average Age	18.4	18.5	18.3			
Number of Fourth Graders				28***	40	40
Number of Fifth Graders				23***	30	44

** On any given day, the figure indicates the number of tutors or students in attendance, compared to the total participants/enrollment.

*** Some students were not fourth or fifth graders.

Observations

The evaluation team visited the three sites of the STRIVE program periodically throughout the summer. Observations were conducted of the pre-program training, field trips, classroom activities and the concluding Festival event. Observation summaries are included below for each of the STRIVE components.

Training

The evaluators observed morning activities entitled "Urban Adventure/ Neighborhood Exploration and Community Service." The assistant site cocrdinators and tutors were given field assignments to seek out and find information on a variety of neighborhood/community sites. Participants explored city parks, community service agencies, housing projects, nursing homes, senior citizen centers, private businesses and the neighborhood residential area. Discussions of the "Urban Adventure" experience exhibited an increased student awareness and appreciation of the rich and diverse urban community. Students enthusiastically reported their findings and shared collected treasures (e.g., rubbings of significant neighborhood names and textures, collages of colorful scraps, etc.).

The Training Festival was also observed by the evaluation team. Tutors participated in this culminating event of the training program through skits, musical numbers, dancing, aerobics and art. Site coordinators assisted the students in final preparation for the event, while assistant site coordinators provided direct coaching and guidance. The Festival was video-taped by the Indiana Department of Public Education. Enthusiasm for the day's activities ran high among all participants and provided an upbeat kick-off for the summer STRIVE program.

Field Trips

The evaluation team observed and actively participated in four of the eight thematic field experiences (i.e., Roots of the City - Downtown Indianapolis; On the Move - Indianapolis International Airport; Indy-Vision - Natatorium; and Festival - Celebrating the Summer of '83). Preparation for the field trips included a study of appropriate vocabulary words, some discussion on career options, note-taking, an outside speaker for the Dowtown Tour - Indianapolis Black History, classroom discussions and activities related to the theme and trip. Some field trips exhibited much planning and preparation by all, while other trips could have benefited from prearranged site mini-tours, stronger academic preparation, more emphasis on careers and consideration for student's thirst and exhaustion on very hot tour days.

Students were able to apply their acquired skills on field trips in various ways. The children kept the transportation mileage and mapped their trip to and from their site. Post-tests were often given on the day following the field trip to test students' knowledge of the learning experience. The week's curriculum was integrated into the theme or field experience which provided students with background information and learning activities on each trip. Basic academic skills were also used in writing thank you letters to appropriate tour guides and for recording students' impressions in daily journals. Some class discussions also focused on career options at the various field sites.

"Field trip days" were most popular with the fourth and fifth graders and attendance always peaked for the outings. Students seemed quite interested in the planned learning experiences and suprisingly maintained their interest even though the weather was extremely hot. Behavior of students was generally

good and only became problematic during times of disorganization or transition. Maintaining a "quiet-listening" atmosphere was especially difficult for the tutors, who had very little training or experience in behavior management.

The selection of field trip sites and weekly themes appeared to be given much thought and were quite valuable. The learning excursions were appropriate for the students' grade and interest levels and offered a diverse, historically and culturally rich experiential-based curriculum. All students seemed to enjoy the field experiences and showed their appreciation for the events with smiles and words of thanks.

Classroom Activities

Daily STRIVE classroom activities were also observed at each of the sites. STRIVE participants were engaged in numerous arts and craft projects, games, role playing, music, special assemblies, aerobics, field trip discussions and preparations for the Festival event. Tutors, assistant site coordinators and site coordinators were observed throughout the summer program planning, finalizing daily schedules and activities, preparing curricular materials, recruiting students and continuously adapting the program to the weather, facilities and special events. Many site coordinators employed a variety of positive motivational techniques with the tutors to help maintain their interest and enthusiasm.

STRIVE Festival

The STRIVE Festival concluded the summer-long program with a grand event being held at Martin Luther King Park. Students from all three sites participated in the culminating event. Other guests included Indianapolis Mayor William Hudnut, Dr. Dean Evans - Lilly Endowment, distinguished community and

political leaders, Indianapolis Public Schools consultants, students, parents and newspaper reporters. Provisions had been made for rain (unfortunately, it did rain), therefore, the day's activities took place under a large tent. A catered lunch was provided for all participants and entertainment for the event was furnished by a musical group and a pair of mimes. The Festival program included students' skits, songs, awards, a balloon send-off and an exhibit of the children's work.

Interview Results

Site Coordinators (Professional Educators)

1. How many students (4th & 5th) did you have the first day? The second week? The third week? As of today?

   The site coordinators responded that the answers could be located on their analysis of records sheets (see Table 2).

2. What recruiting efforts (before and during the project) seemed the most successful?

   The site coordinators named the following STRIVE recruitment methods as being most successful: personal appeal and publicity (i.e., site coordinators visited their site school's 4th and 5th graders in early June to publicize the program); site principal's support and publicity of STRIVE; flyers and pamphlets advertising program; and on-going recruitment efforts during summer (i.e., incentives to attend and bring a friend). The site coordinators also suggested the need to publicize STRIVE earlier in the school year and include neighborhood and community resources.

3. As you look back over the (STRIVE) project which activities seemed the most successful?

   The site coordinators unanimously agreed that the most successful component of STRIVE was the field trips. Other successful activities included creative art projects, role playing and skits, aerobics, cooperative games and the festival celebration.

4. Why do you think these activities were successful?

   The field trips provided an opportunity for economically disadvantaged students to tour new places and have "hands-on" learning experiences in our city. STRIVE attendance peaked on "field trip days" and all seemed to enjoy the outings.

5. In what ways did the high school students contribute to STRIVE?

   All agreed that the high school students really made the STRIVE program and provided much of its direction, planning, energy, and positive relationships with the children.

6. As a teacher what have you gained (e.g., ideas, materials, attitudes, approaches) that you plan to use in your work?

   The site coordinators felt that they had gained many new creative ideas and experiential-based curriculum activities that could be adapted to their classrooms, valuable management experience and motivational techniques for students.

7. What kind of training did you receive to prepare for the STRIVE program?

   The site coordinators reported on their one week of pre-STRIVE training which focused on program implementation. They suggested the following for future training: a longer, more thorough training program; a better understanding and articulation of the program's direction and goals by both trainers and consultants; and more realistic expectations of work/planning to be done in short time period.

8. How did the organizational structure of the STRIVE program (assist/not assist) you in doing your job?

   The site coordinators reported differing opinions on the program's organizational structure. Some stated that the consultants and supplies were readily available while others reported difficulty in getting assistance and supplies. All suggested a need for one program director who would assume complete program responsibilities without additional curriculum consultants.

9. What was your role in developing the curriculum for STRIVE?

   The site coordinators felt they had a major role in developing STRIVE's curriculum. The consultants provided some units on weekly themes with many arts and craft ideas. The site coordinators planned the field trips, tours, speakers, curricular units and materials and reviewed tutor's lesson plans.

10. If you could change any portion of the curriculum what would you change?

    The site coordinators felt that more time was needed, especially at the beginning of the program for curriculum planning. Also, site coordinators pointed out the need for a stronger integration of the curriculum design (i.e., academic skills, career awareness, arts and crafts, music, role playing, "hands-on" activities, outdoor/community-based education and theme units).

11. How effectively did the STRIVE program achieve its goals?

    Site coordinators confirmed that the STRIVE program achieved the following goals:

    - Students developed an awareness and an appreciation for their communities and the City of Indianapolis.
    - Students developed pride and a feeling of positive self-worth.
    - Students learned in a positive nurturing environment.
    - Students developed positive relationships and trust with the high school tutors.
    - Students developed social skills in leadership, cooperation, moral development, citizenship and motivation toward education and careers.
    - Tutors developed leadership and management skills.

- Selected SYEP youth were provided with a full-time summer employment experience with children.

- Tutors developed an awareness and an appreciation for their community and their city.

- Tutors developed an awareness of careers and had a first-hand experience to reality-test the career field of education.

12. Other suggestions and comments ?

Site coordinators gave the following additional suggestions and/or comments about the STRIVE program:

- Consideration of the summer heat temperature needs to be given.

- Strive sometimes conflicted with the summer school program's facilities, participants and curriculum.

- Program planning should begin in early spring for STRIVE.

- Tutors often lacked basic academic and verbal skills. Perhaps tutors could be given academic tutoring during planning periods.

- Thought should be given to upgrading academic standards for high school students who are selected to participate in STRIVE. The need for better role models was discussed.

- Site coordinators all agreed that the program should be shortened in August by at least one week.

- All agreed that the program should be continued and changes made to improve on the existing unique program design.

Assistant Site Coordinators (College Students)

1. As you look back over the STRIVE project which activities seemed the most successful?

   The assistant site coordinators unanimously agreed that the most successful STRIVE activity was the weekly field trip. Favorite field trips included the farm, the airport and the Natatorium. Non-competitive and sensitivity type games were also successful with all participants actively involved. Learning activities (i.e., Fun Facts, math and Lively Letters, language arts) were also enjoyed by the students.

2. Why do you think these activities were successful?

   The assistant site coordinators felt the field trips were especially successful because they peaked students' interest, visible in the sheer increase of student enrollment on trip days. The field trips were not only exciting and interesting, they also provided economically disadvantaged students with introductory "hands-on" life experiences related to agriculture, economics, careers, history, culture, and industry. The unique type of games played in STRIVE offered students cooperative, interdependent recreation to enjoy. The fun learning activities offered students basic academic skills in a relaxed non-threatening environment without the pressure of grades. Learning was made fun and students seemed to respond favorably to these activities.

3. In what ways did the high school students (tutors) contribute to STRIVE?

   "The tutors were STRIVE" was the resounding comment that exemplifies the high school students significant role and contribution to the STRIVE program. The tutors were responsible for developing curriculum, lesson plans and activities, discipline and management of student behavior in their groups and implementation of the STRIVE program. The tutors contributed the "energy to continue in spite of everything" and many tutors developed a caring relationship with the 4th and 5th graders.

4. What kind of training did you receive to prepare you for the STRIVE program?

   The assistant site coordinators mentioned the one week of pre-program training they received but concluded that it was mostly an "orientation" to the STRIVE project. Most assistant site coordinators felt that the program continued to change and develop new focuses throughout the summer and thus their training actually took place "on the job" at each site. They also commented that the training was too brief and inconsistencies in program philosophy added to the confusion during the training phase of STRIVE.

5. How did the organizational structure of the STRIVE program (assist/not assist) you in doing your job?

   The assistant site coordinators pointed out that the original organizational

structure appeared to be too complex to efficiently run a small program such as STRIVE. Roles were often not well defined and no one seemed to understand the central management of the project. Supplies were readily available at some sites, while others would be lacking needed materials. Most of the assistant site coordinators highly praised their co-workers/site coordinators but a few stressed the critical need for a strong exceptional teacher/site coordinator.

6. What was your role in developing the curriculum for STRIVE?

   The assistant site coordinators were involved in long and short term planning from the program's beginning. They directed the daily scheduled curriculum and reviewed the tutors' lesson plans.

7. If you could change any portion of the curriculum what would you change?

   Suggestions in change included: more outdoor activities, a stronger emphasis on academic curriculum, more training for tutors to learn how to apply academic curriculum to hands-on/experiential activities, a better understanding of experiential-based learning, available curriculum materials at the reading level of the tutors, and pre-planned curriculum units.

8. How effectively did the STRIVE program achieve its goals?

   The assistant site coordinators believed that STRIVE achieved most of its goals effectively during the summer. They pointed to the development of leadership skills, awareness of one's physical development, an understanding and an appreciation of the City of Indianapolis, and one's neighborhood, the fostering of friendship and cooperation, the academic and social gains of their students and the encouragement of pride in one's self and work. The one goal which was reported as not being realized to its fullest degree was the "career awareness" objective. Most agreed that for a first year program, STRIVE overall met its goals.

9. What kinds of experiences did STRIVE offer you and how did STRIVE contribute to your career goals?

   The following contributions were reported by the assistant site coordinators: a rich rewarding relationship with kids; strengthened leadership and management skills; a high value of teachers and their significant roles; the need for patience and empathy when working with others; a respect for one's self and for one's co-workers; the essential components for a successful program (and what not to do); and the need to give 100% of one's self to do a job right.

10. Describe your relationship with the high school (tutors) students.

The assistant site coordinators gave mixed descriptions about their relationships with the high school students. Most felt that the bonds were not as strong as they would like and gave a variety of reasons to explain. Some pointed out the socio-economic differences between the two groups while others felt that their ages caused conflicts. (Some tutors seemed to resent having someone near their age supervising them.) All agreed that relationships had improved and they had learned to work together over the summer.

One assistant site coordinator felt strongly that the selection process should be upgraded to include only those high school students with good basic verbal and academic skills, leadership abilities, a desire to work with children and positive attitudes. She emphasized the need for 4th and 5th graders to have strong role models with high goals.

Tutors (High School Students)

Part I

I. Goals

A. What are the goals of the STRIVE program?

The tutors appeared knowledgeable of the goals of the program. The following goals were stated repeatedly by the tutors: develop the students' skills in reading and math; develop an awareness in the students for the community and city in which they live; develop in the students a sense of self-pride and understanding; provide the tutors with experience in working with children; and develop leadership skills in both the students and tutors.

II. Self Concept

A. The information received by us about the STRIVE goals included a goal to help the 4th and 5th grade students build strong self concepts. How did you or what did you do to implement or carry out this goal?

The tutors expressed the use of similar methods to assist the students in the development of strong positive self concepts. Typical methods were employed in the attainment of the goal (e.g., praise, positive attitudes on the part of the tutors, understanding, respect, rewards, self concept building games).

B. How could you tell if you were successful in doing this?

The tutors felt that a variety of responses from the students indicated the successful attainment of the goal. Repetition of activities until successful, interest in the program for next year and improved behavior were the primary factors listed by the tutors as indicators of success.

C. Do you feel this goal was accomplished?

All the interviewed tutors responded "yes" to this question.

III. Basic Skills

A. An additional goal was to improve the reading and math skills of 4th and 5th grade students. What do you recall from your training that prepared you to instruct these students in ways to improve their skills?

The tutors responded that they learned the role of motivation, practice and competition in the learning process. They also learned games to use to strengthen math and reading skills. However, several felt the training sessions were not sufficient in preparing them as tutors. They felt they needed more alternatives and methods to work with the students.

B. How do you know if what you did improved the reading and math skills?

The tutors indicated that quiz scores improved, the students' spoken language improved, and they seemed to enjoy reading as the program progressed. Overall, the tutors indicated that observation was their best indicator of improved math and reading skills.

C. What were some of the activities you used to improve the reading and math skills of your students?

A variety of activities were cited by the tutors as used to improve reading and math skills. Some of the activities included the following: story problems; flash cards; charades; math fun facts; letter writing; worksheets; crossword puzzles (math and reading); art projects; field trips; and newspaper.

IV. Decision-Making

A. What are decision-making skills?

The tutors appeared to lack knowledge of decision-making skills. Several replied they "didn't know." A few of the tutors indicated that you study the pros and cons of a situation and then make the appropriate decision.

B. In your training, how were you trained to share decision-making skills with 4th and 5th grade students?

Although the tutors felt that not much time was spent in the training sessions on acquisition of decision-making skills, some felt that certain games assisted the students in acquiring decision-making skills.

C. Do you feel you were prepared to work with this goal?

Again the tutors emphasized that they received only minimal training in the area. A few of the tutors used their personal experiences to assist the students in attainment of this goal.

D. What kinds of activities did you use in the classroom to develop decision-making skills?

Although the tutors indicated little direct teaching of decision-making skills, they utilized discussions and games in the classroom to assist in this skill acquisition.

E. Which of the activities was the most successful?

The tutors, who indicated an opinion, felt that discussion was the most successful activity in reaching this goal.

F. How could you tell whether you were successful at achieving this goal?

Many of the tutors could not tell whether they were successful in achieving this goal. Some tutors indicated that if the students were observed to be satisfied with the decision, then they were successful in achieving this goal.

V. Personal Health and Care of the Body

A. Another goal for STRIVE was to increase the concern of these 4th and 5th graders with their personal health and care of their body. What kinds of training did you receive in order to help these students?

All of the tutors indicated their training emphasized walking and aerobic activities. However, several felt they needed training in health and nutrition.

B. What kinds of activities did you use to carry out this goal?

Activities cited by the tutors to carry out this goal included aerobic activities, games, walks and discussions.

C. How did your students accept the activities you used to reach this goal?

The tutors perceived that the students disliked the activities in the beginning. However, as the students became accustomed to the activities, they appeared to enjoy them. The tutors felt the students tired easily from the physical activities but attributed this to the heat.

D. How could you tell that you were successful in implementing this goal?

Again, observation was used as an indicator of success in implementing this goal. The tutors noted that the students took greater pride in their personal appearance and were more involved in the physical activities.

VI. Understanding of Indianapolis

A. This is a goal of STRIVE. How were you trained to work with this goal?

The tutors walked their assigned neighborhood to become familiar with that setting. The tutors' training emphasized methods to strengthen math and reading skills in conjunction with the planned field trips. The tutors felt they needed more background information on the field trips in order to assist the students.

B. How well did you know Indianapolis before STRIVE?

The general concensus of the tutors indicated they needed more information on Indianapolis in order to assist the students in learning about the city in which they live.

C. What kind of activities did you do to get your students to understand Indianapolis?

Several activities were utilized in achieving this goal. The students read pamphlets about the history of Indianapolis, as well as studied local maps. Guest speakers came to their class. For each field trip, the students kept a notebook of facts and drew a map describing the travel from their school to the field trip site.

D. Do you feel you know Indianapolis better than before you were in STRIVE?

Each interviewed tutor indicated "yes" to this question. One tutor responded "Yes, however, you can always learn more about your city."

E. How did you get to know Indianapolis better?

The tutors felt the field trips were the best means to learn about Indianapolis. In addition, some felt the newspaper was another means to learn about Indianapolis.

F. What could you do to learn more about Indianapolis?

The tutors believed that more field trips, books and guest speakers would assist them in learning more about Indianapolis.

G. How could you tell whether or not your students learned and understood Indianapolis?

The students discussed and documented their field trips. Interest was shown by their questions. They were able to answer questions when quizzed about the field trip.

VII. Attitude and Sensitivity Toward Others

A. What kind of training did you receive to help you with attitude and sensitivity?

The training emphasized learning the students' names, stressing the "positive," and complimenting the students when appropriate. In addition, the tutors received training in games which required trusting in others.

B. How did you feel about working with the students on attitude and sensitivity?

The tutors indicated they felt comfortable working with the students on attitudes and sensitivity toward others. The tutors perceived the students had to trust them. If this trust factor did not exist, adjustment problems existed for the students.

C. How did you work with this goal? What kind of activities did you do?

Games, group and individual discussions, and journals were activities utilized to achieve this goal.

D. How could you tell if your students changed? Do you feel you accomplished this goal?

The tutors felt they were successful in accomplishing this goal. The students did things to please the teacher and/or tutors (e.g., flowers, pictures, etc.). The students did not laugh at others' mistakes.

Part 2

VIII. Overview

A. Recall all of the activities that you did. What were the most successful activities?

The tutors agreed that any game, play, field trip or art project liked by the students that reinforced their math and reading skills should be considered a successful activity.

B. How could you improve the activities that were not as successful?

The tutors agreed that better planning would have made the activities more successful. One tutor emphasized that you should overplan for all activities. Allow the students to continue with learning activities that they enjoy. Some activities need to be more challenging.

C. When students became disorderly, how did you handle it?

Isolation and name on the board were indicated by the tutors as methods to handle disorderly students. Several of the tutors indicated they would talk sternly to disorderly students or send the student to the site coordinator.

D. How did your training prepare you to deal with discipline problems?

Isolation and name on the board were methods suggested to the tutors in training. In addition, it was suggested that repeat disrupters be eliminated from activities.

E. How do you feel about the training you received? How would you change the training if it needed to be changed?

Overall, the tutors indicated the training was helpful but more thorough training sessions would be better. Longer and earlier in the year training sessions were suggested by one tutor. The tutors should receive the goals and activities of the program during the training session.

F. How would you describe the STRIVE program?

The tutors described the program as great, fun, exciting, and a good experience for students.

G. Would you seek employment with STRIVE or a similar program next year?

The tutors indicated they would seek employment with STRIVE or a similar program next year with one exception. One tutor indicated s(he) did not want to work with children.

H. What are your career goals?

The following careers and/or areas were listed by the tutors: respiratory therapist, medical doctor, computer programmer, business, artist, nurse, medical secretary, English and psychology

I. How did your experience in STRIVE affect your career goals?

The tutors agreed that their experience in STRIVE provided insight into teaching as a career, yet, most would not change their career goals. They also believed the experience provided insight into the means of communication with various types of people.

J. STRIVE expected 80 students at each site. How many students did you receive?

According to the tutors, the average enrollment at each site for the STRIVE program was approximately 30-40 students. More students participated in the program on the day of field trips.

K. If you had fewer participants than expected what factors seem to best explain this?

The following reasons for the low enrollment were indicated by the tutors: lack of knowledge about the program; family moved; camp; age limitations; drop out students (due to heat); summer school; and length of time.

L. How did you work with your site coordinators?

The tutors indicated an excellent working relationship with their site coordinators.

M. When you had a problem with the STRIVE program, who did you go to?

The tutors indicated they went to the teacher/site coordinator and/or assistant site coordinator with problems in the STRIVE program.

N. Since the field trips were a major part of the STRIVE program, describe the effectiveness of this part in achieving program goals.

The tutors agreed unanimously that the field trips were effective in achieving program goals. The comments from the tutors included the following: the mainstay of the program; students looked forward to it; two field trips per week would be nice; field trips had the most student participation; and field trips provided information and experiences that the students could not receive in the classroom.

Students (4th and 5th Grade Students)

1. What did you like best about STRIVE?

   The students felt the field trips were the best aspect of the STRIVE program. Teachers, journals, plays and fun facts were also indicated by the students.

2. What kind of things did you learn in STRIVE?

   The students emphasized that they learned about Indianapolis and increased their math and reading skills. Many of the students felt they had improved their interpersonal skills (e.g., how to get along better with others, better manners, etc.).

3. What was your favorite field trip? Tell me about it - what did you learn?

   The students indicated that their favorite field trip was to the natatorium. They indicated that they learned the reasons for the varying water depths, movable pool floor, water movement and pool safety rules. Other field trips mentioned by the students included the T.V. station, downtown, airport and the farm.

4. Tell me about the teachers (tutors). What were they like? Were they prepared each day?

   The students felt the teachers and tutors were well prepared, helpful and patient. Some of the students indicated they planned to meet their teacher after the STRIVE program was finished.

5. Would you come back to STRIVE next year?

   Every interviewed student responded in the affirmative to this question.

6. How could STRIVE be a better program for kids?

   The students had many comments on the improvement of the STRIVE program. Although some comments contradict each other, the following comments were reported by the students: need more classroom space; day is too long; more field trips; remove "bad kids" from the program; program should be in the morning or evening; more exercise; less exercise; enroll more students; better publicity prior to the program; make kids work harder; and less work.

Questionnaire Results

Different questionnaires were administered to twenty-four (24) tutors and sixty-nine (69) students. The tutor's questionnaire listed seventeen (17) areas of potential growth for the students. The tutors were requested to indicate the approximate percentage of students at their site who made recognizable progress in that area. The scale ranged from ten (10) percent to ninety (90) percent with ten (10) percent increments (i.e., 10, 20, 30, 40, 50, 60, 70, 80, 90).

The mean responses to the items on the tutors' questionnaire ranged from a high of 79% to a low of 59% (see Table 4). The tutors perceived that 79% of the students had shown growth in their relationships with the high school students. According to the tutors, 59% of students had shown growth in their listening skills. As is indicated in Table 4, the tutors perceived that 40% or more of the students made recognizable growth in 13 of the 17 areas. Four items (i.e., writing skills; willingness to cooperate, follow directions; knowledge, appreciation of community; and relation of trust with teachers) were singled out by one or more of the tutors as low growth areas. In addition, the questionnaire permitted the tutors to list additional areas of growth and the approximate percentage of students who made recognizable progress in the area. The following areas and percents were listed by the tutors: attendance -80%; trust - 90%; self-awareness - 80%; love for each other - 80%; paying attention - 80%; hygiene - 80%; leadership skills - 70%; motivation - 80%; and sense of belonging - 90%.

The student questionnaire included ten (10) items based on the goals of the STRIVE program and the students' attitudes towards the program. The students were to respond in agreement (i.e., YES), disagreement (i.e., NO), or lack of

knowledge (i.e., DON'T KNOW) to each item.

The mean response to each item on the students' questionnaire indicated a high level of agreement to the items (see Table 5). Ninety-seven percent of the students perceived they had made new friends at school. The least positive response was observed on the item "I feel like I improved in math." Although this item received the least positive response from the students, 65% of the students responded in the affirmative.

The graphs on the following pages display the relationship among the percent of respondents in each category for each item on both the tutor and student questionnaire. Graph 1 provides the information for the tutor questionnaire while Graph 2 provides the information for the student questionnaire.

TABLE 4

Responses To The Tutor Questionnaire

Area Of Potential Growth	$\bar{X}$	Approximate Percentage Showing Growth																			
		90		80		70		60		50		40		30		20		10		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%*
1. Writing skills	60.0	2	8.3	2	8.3	5	20.8	4	16.7	8	33.3	2	8.3	1	4.2	0	0.0	0	0.0	24	99.9
2. Reading skills	64.6	3	12.5	3	12.5	6	25.0	4	16.7	6	25.0	2	8.3	0	0.0	0	0.0	0	0.0	24	100.0
3. Self confidence and esteem	74.2	5	20.8	6	25.0	8	33.3	4	16.7	1	4.2	0	0.0	0	0.0	0	0.0	0	0.0	24	100.0
4. Willingness to cooperate, follow directions	69.6	4	16.7	6	25.0	6	25.0	4	16.7	2	8.3	1	4.2	1	4.2	0	0.0	0	0.0	24	100.1
5. Listening skills	59.2	0	0.0	4	16.7	6	25.0	4	16.7	4	16.7	6	25.0	0	0.0	0	0.0	0	0.0	24	100.1
6. Speaking skills	67.5	2	8.3	5	20.8	6	25.0	8	33.3	2	8.3	1	4.2	0	0.0	0	0.0	0	0.0	24	99.9
7. Interest, enjoyment in learning	76.3	5	20.8	11	45.8	4	16.7	2	8.3	2	8.3	0	0.0	0	0.0	0	0.0	0	0.0	24	99.9
8. Interest in helping others/community	70.4	2	8.3	7	29.2	8	33.3	4	16.7	3	12.5	0	0.0	0	0.0	0	0.0	0	0.0	24	100.0
9. Knowledge, appreciation of community	67.1	3	12.5	6	25.0	5	20.8	5	20.8	2	8.3	2	8.3	1	4.2	0	0.0	0	0.0	24	99.9
10. Knowledge, appreciation of Indianapolis	72.1	4	16.7	9	37.5	4	16.7	4	16.7	1	4.2	2	8.3	0	0.0	0	0.0	0	0.0	24	100.1
11. Better relationship with peers	74.2	4	16.7	10	41.7	4	16.7	4	16.7	2	8.3	0	0.0	0	0.0	0	0.0	0	0.0	24	100.1
12. Better relationship with high school students	79.2	13	54.2	1	4.2	7	29.2	1	4.2	2	8.3	0	0.0	0	0.0	0	0.0	0	0.0	24	100.1
13. Experiencing, acknowledging success	72.9	6	25.0	6	25.0	6	25.0	3	12.5	1	4.2	2	8.3	0	0.0	0	0.0	0	0.0	24	100.0
14. Artistic skills	70.8	7	29.2	3	12.5	5	20.8	5	20.8	2	8.3	2	8.3	0	0.0	0	0.0	0	0.0	24	99.9
15. Physical skills (i.e., aerobics)	72.9	5	20.8	8	33.3	5	20.8	1	4.2	5	20.8	0	0.0	0	0.0	0	0.0	0	0.0	24	99.9
16. Relation of trust with teacher	75.0	10	45.5	4	18.2	2	9.1	3	13.6	2	9.1	0	0.0	0	0.0	0	0.0	1	4.5	22	100.0
17. Taking responsibility for actions	66.8	3	13.6	3	13.6	9	40.9	1	4.5	3	13.6	3	13.6	0	0.0	0	0.0	0	0.0	22	99.8

*Percent may not total 100 due to rounding

GRAPH 1

Percent of Responses to the Tutor Questionnaire

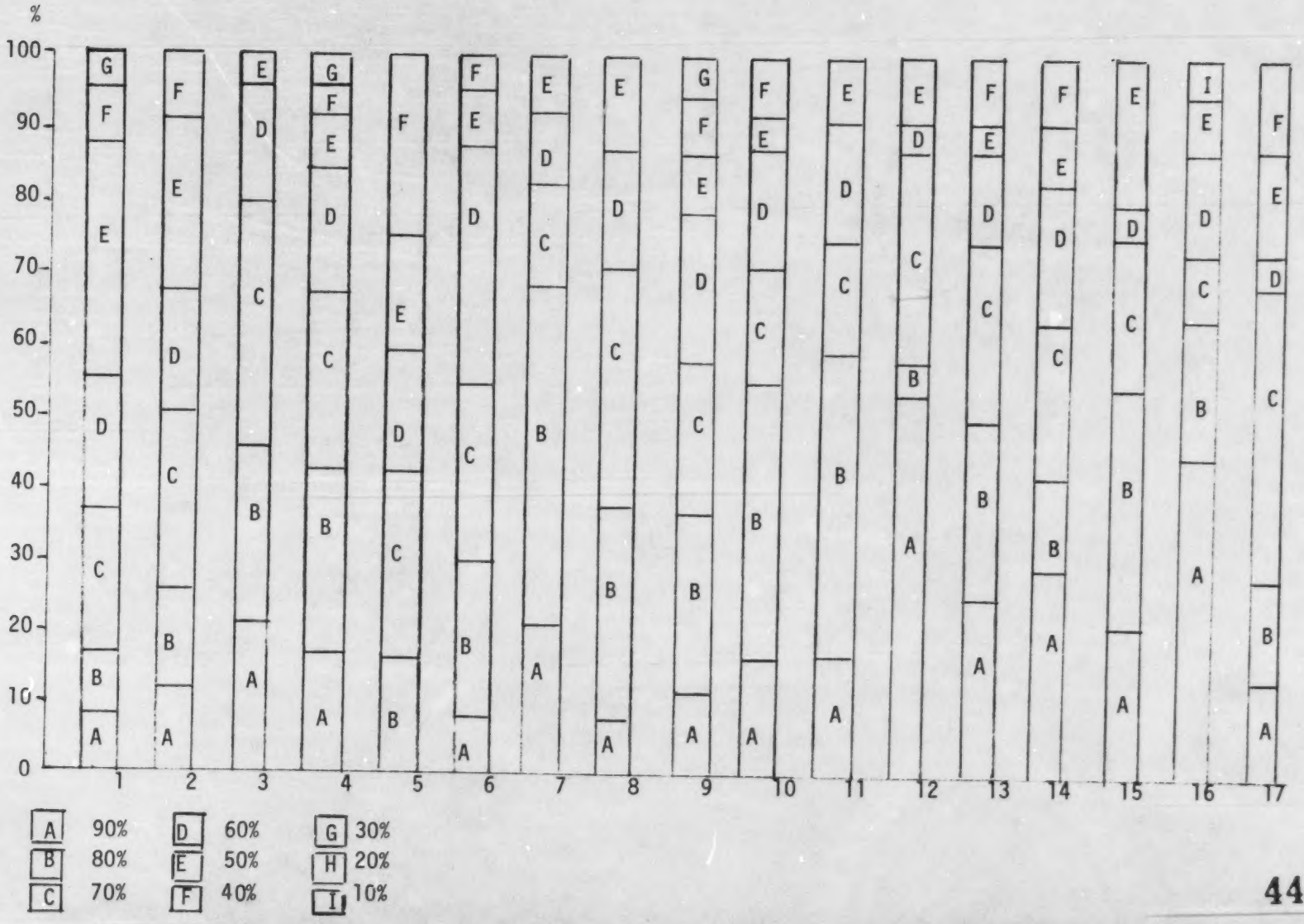


TABLE 5

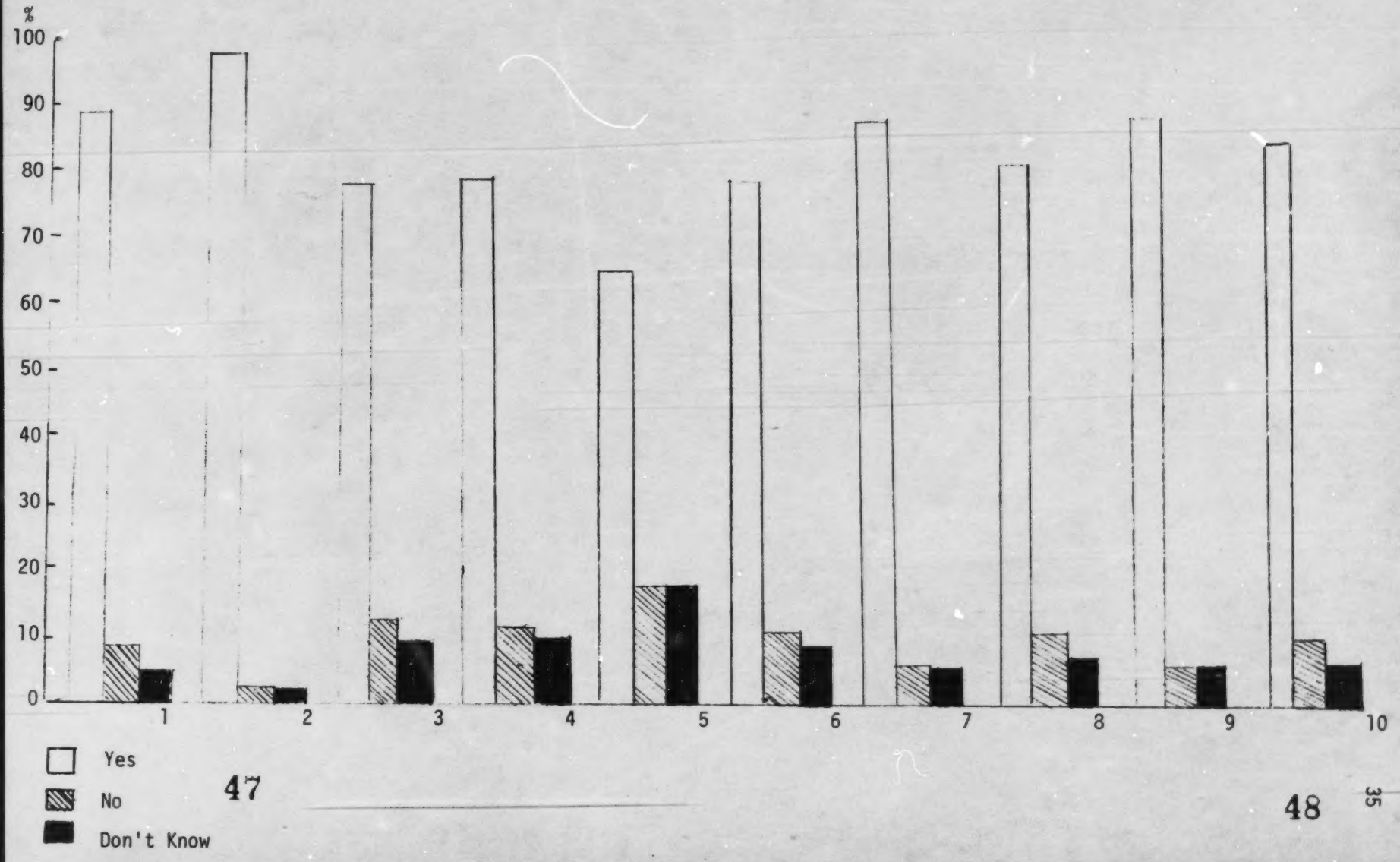
Responses To The Student Questionnaire

Item		Yes		No		Don't Know		Total	
	$\bar{X}$	N	%	N	%	N	%	N	%*
1. I learned a lot about my community while I was in STRIVE.	1.84	61	88.4	5	7.2	3	4.3	69	99.9
2. I made new friends at STRIVE.	1.96	67	97.1	1	1.4	1	1.4	69	99.9
3. I learned about new careers at STRIVE.	1.70	54	78.3	9	13.0	6	8.7	69	100.0
4. I feel like I improved in reading.	1.68	54	78.3	8	11.6	7	10.1	69	100.0
5. I feel like I improved in math.	1.48	45	65.2	12	17.4	12	17.4	69	100.0
6. I would like to write letters to my group leader after the STRIVE program ends.	1.71	55	79.7	8	11.6	6	8.7	69	100.0
7. I would like to be in STRIVE next year.	1.83	61	88.4	4	5.8	4	5.8	69	100.0
8. I would like to tell other kids about STRIVE.	1.74	56	81.2	8	11.6	5	7.2	69	100.0
9. I think I will be a better student in school next year.	1.83	61	88.4	4	5.8	4	5.8	69	100.0
10. I would like to go back to some of the places I went to on the field trips.	1.78	58	84.1	7	10.1	4	5.8	69	100.0

*Percent may not total 100 due to rounding.

GRAPH 2

Percent of Responses to the Student Questionnaire



CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are the result of a systematic analysis of the results of the record analysis, observations, interviews and questionnaires.

1. Twenty five (25) SYEP participants were employed in jobs that provided opportunities to develop leadership skills, to render service to the community, to increase career awareness and to enhance their self-esteem.
2. One hundred seventy one (171) STRIVE elementary students received instruction in basic academic skills using an experiential education model utilizing community field experiences.
3. Both the STRIVE elementary students and the SYEP participants were exposed to the wealth of resources within the Indianapolis Metropolitan Area.
4. Both the STRIVE elementary students and the SYEP participants shared experiences with people of a different race, background, sex and age which encouraged an understanding and appreciation of others.
5. Both the STRIVE elementary students and the SYEP participants developed an awareness of the worth in serving their community.
6. The field trips were the primary attraction for the elementary students to participate in the STRIVE program.
7. A variety of classroom activities were employed to maintain the interest and enthusiasm of the STRIVE elementary students in the improvement of their basic skills.
8. The program enhanced the self concept and physical well being of both the STRIVE elementary students and the SYEP participants.

9. The week of pre-STRIVE training focused on program implementation for the site coordinators and program orientation for the assistant site coordinators and tutors.
10. The majority of the STRIVE elementary students and SYEP participants would return to a similar program next year.
11. Both the STRIVE elementary students and the SYEP participants felt the program goals had been achieved.
12. Project STRIVE encouraged the development and testing of an active, varied, experiential-based education model, with the creative integration of academic, career, health, social, urban, outdoor and community learning experiences.
13. Project STRIVE provided the opportunity to train and employ high school and college students in a uniquely successful model program working with upper elementary students.
14. The three STRIVE site locations were adequately managed as it relates to personnel, lunch for students, facilities, supplies, field trips, transportation, payroll, training, support and the availability of the SYEP staff.

Recommendations

The following recommendations should serve to assist Summer Youth Employment administrative leaders in developing and improving future STRIVE programs.

1. Planning and publicity of a multi-faceted approach to the program, with an appropriate contingency plan, should begin earlier in the spring to be more effective.
2. Further consideration should be given to children's health and safety both at school and field trip sites (i.e., summer heat, rain, thirst, safety prevention, first aid, etc.). Morning program hours or meeting in air conditioned school sites would be helpful.
3. In order to effectively manage the STRIVE program and meet its goals, student participants need to be enrolled in the daily program in order to attend the weekly field trips. In effect, there is a need to develop field trip attendance criteria.
4. An on-going assessment of the total number of target students to participate in STRIVE should be completed, in order to more realistically project student enrollment and the number of program staff required.
5. Pre-program training needs to be longer and more intensive for all STRIVE staff members (i.e., SYEP administrative directors, STRIVE director, site and assistant site coordinators and tutors). More emphasis is needed on curriculum, team building, behavior management, program model and experiential-based learning.
6. Because the STRIVE program concluded at the beginning of the school year, it is suggested that the program for the students be shortened by one week.

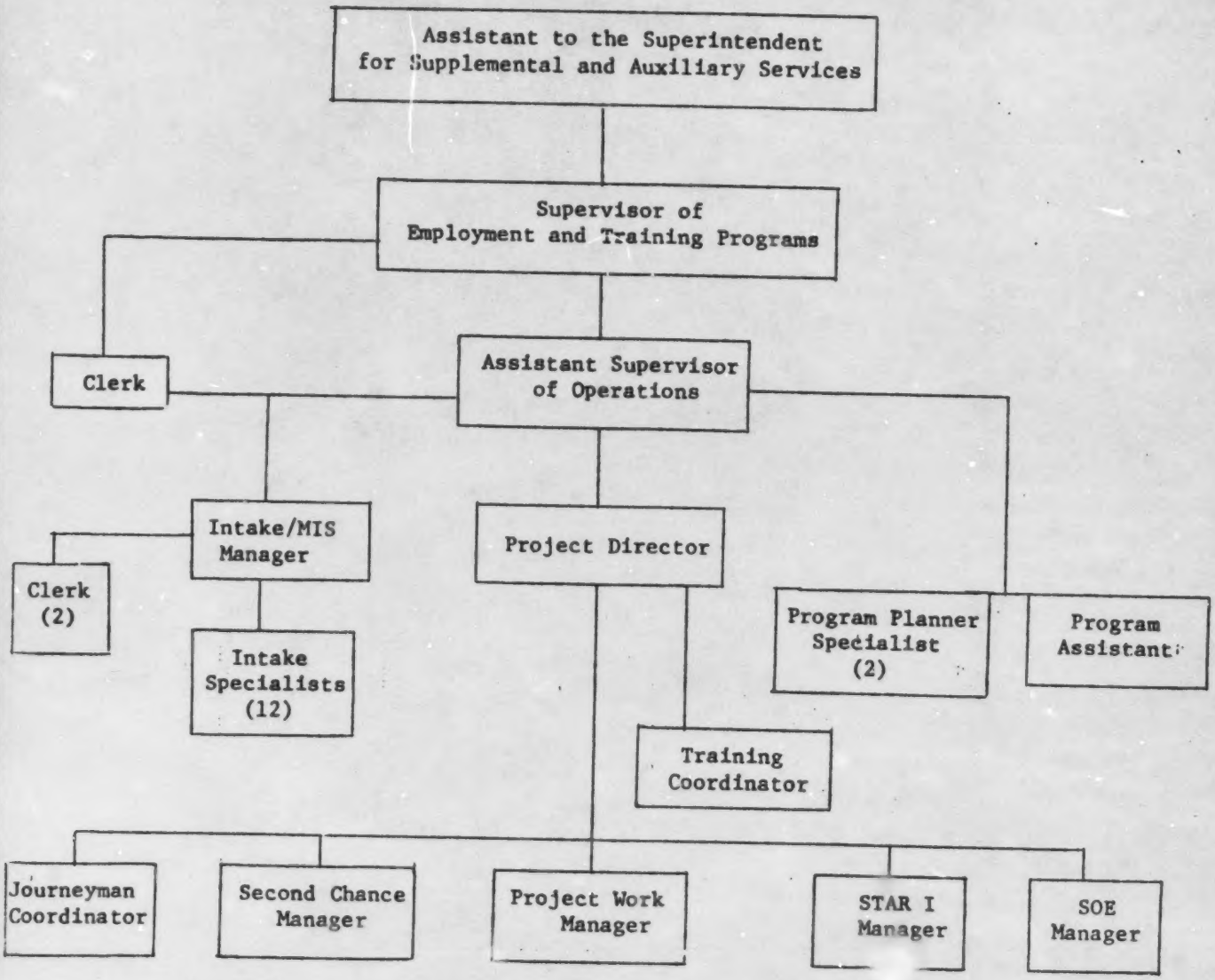
7. The organizational structure and staff role definitions and responsibilities need to be more clearly articulated and delineated to all potential staff members. Employees need to have a thorough understanding of the program's philosophy, goals, implementation and evaluation process.
8. STRIVE calls for the tutor-youth-employees to play a significant role in implementing the program. It is essential that the elementary students have role models and tutors who have acquired good basic communicative, observational, academic and tutorial skills. Hopefully, enough competent tutors can be recruited who are seeking careers in education/social work. If not, students who want a summer work experience and who are willing and eager to work with children should be included.
9. Tutors assume a major role in STRIVE and deserve on-going IPS training as other STAR students. Several hours of their weekly preparation periods could be given to career training, meetings (i.e., idea exchanges with all STRIVE tutors) and even remediation for those high school students with academic skill deficiencies.
10. It is suggested that a strongly prepared curriculum be developed during the regular school year by SYEP personnel, consultants and STRIVE teachers. The packaged STRIVE curriculum should be more reflective of the experiential-based program philosophy and the integration of a non traditional vigorous academic component linked with strong creative theme units.
11. More emphasis needs to be given to career awareness by project staff within the STRIVE classroom, field excursions, and curriculum. Moreover, attention should be directed towards enhancing the respective roles of staff and employment mentors.

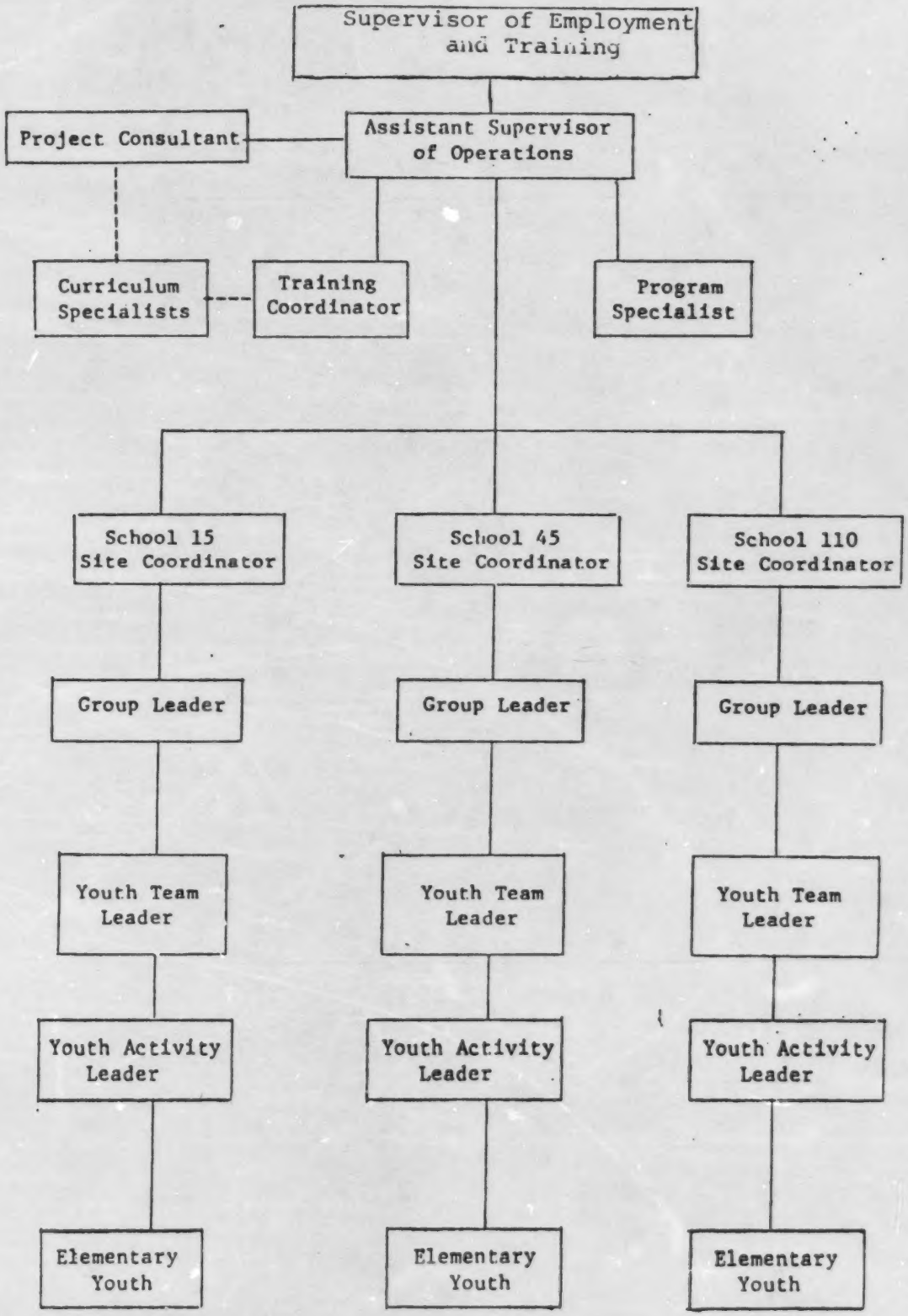
12. Field trips should be planned and secured during the school year, with mini-tours arranged at excursion sites. Consideration should be given to field trips which offer a variety of valuable "hands-on" life experiences.
13. Outside human and fiscal resources (i.e., community, private and public sectors) and educational consultants need to be tapped for continued involvement and support in this unique program.
14. A serious attempt should be made to have the STRIVE staff and student population more reflective of an egalitarian society.

Although the program exists in an embryonic stage, there is a need in subsequent years to place much more emphasis on the cognitive aspects of the program experience. However, the aforementioned should continually be complemented with attention given to the physical and psychological development of the participants.

APPENDICES

MANAGEMENT ORGANIZATIONAL CHART for 1983 SYEP




Supervisor of Employment and Training
Project Consultant
Assistant Supervisor of Operations
Curriculum Specialists
Training Coordinator
Program Specialist
School 15 Site Coordinator
School 45 Site Coordinator
School 110 Site Coordinator
Group Leader
Group Leader
Group Leader
Youth Team Leader
Youth Team Leader
Youth Team Leader
Youth Activity Leader
Youth Activity Leader
Youth Activity Leader
Elementary Youth
Elementary Youth
Elementary Youth

STRIVE

Analysis of Records

School Site: _____

Site Coordinator: (Name) _____

Race: _____ Sex: _____

Total possible days of attendance - Tutors: _____

Students: _____

Tutors

Names	Attendance Present	Total # of Days	Race	Sex	Age
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Attrition Rate _____

Students

1. Total Enrollment: _____ Race _____ Sex _____
   at site
   Fourth Graders _____ Fifth Graders _____
2. Average Daily Attendance: _____
   at site
3. Daily Attendance:

Week of June 13-17					Week of July 11-15					Week of August 1-5				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

4. Attrition Rate _____

STRIVE INTERVIEW

Site Coordinators (Professional Educators)

1. How many students (4th & 5th) did you have the first day? The second week? The third week? As of today?

2. What recruiting efforts (before & during the project) seemed the most successful?

3. As you look back over the (STRIVE) project which activities seemed the most successful?

4. Why do you think these activities were successful?

5. In what ways did the high school students contribute to STRIVE?

6. As a teacher what have you gained (e.g., ideas, materials, attitudes, approaches) that you plan to use in your work?

7. What kind of training did you receive to prepare you for the STRIVE program?

8. How did the organizational structure of the STRIVE program (assist/not assist) you in doing your job?

9. What was your role in developing the curriculum for STRIVE?

10. If you could change any portion of the curriculum what would you change?

11. How effectively did the STRIVE program achieve its goals?

12. Other suggestions or comments.

STRIVE INTERVIEW

Assistant Site Coordinators (College Students)

1. As you look back over the STRIVE project which activities seemed the most successful?

2. Why do you think these activities were successful?

3. In what ways did the high school students (tutors) contribute to STRIVE?

4. What kind of training did you receive to prepare you for the STRIVE program?

5. How did the organizational structure of the STRIVE program (assist/not assist) you in doing your job?

6. What was your role in developing the curriculum for STRIVE?

7. If you could change any portion of the curriculum what would you change?

8. How effectively did the STRIVE program achieve its goals?

9. What kinds of experiences did STRIVE offer you and how did STRIVE contribute to your career goals?

10. Describe your relationship with the high school (tutors) students.

STRIVE INTERVIEW

Tutors (High School Students)

Part 1

I. Goals

A. What are the goals of the STRIVE Program?

II. Self Concept

A. The information received by us about the STRIVE goals included a goal to help the 4th and 5th grade students build strong self-concepts. How did you or what did you do to implement or carry out this goal?

B. How could you tell if you were successful in doing this?

C. Do you feel that this goal was accomplished?

III. Basic Skills

A. An additional goal was to improve the reading and math skills of 4th and 5th grade students. What do you recall from your training that prepared you to instruct these students in ways to improve their skills?

B. How do you know if what you did improved the reading and math skills?

C. What were some of the activities you used to improve the reading and math skills of your students?

IV. Decision-Making

A. What are decision-making skills?

B. In your training, how were you trained to share decision-making skills with 4th and 5th grade students?

C. Do you feel that you were prepared to work with this goal?

D. What kinds of activities did you use in the classroom to develop decision-making skills?

E. Which of the activities was the most successful?

F. How could you tell whether you were successful at achieving this goal?

V. Personal Health and Care of the Body

A. Another goal for STRIVE was to increase the concern of these 4th and 5th graders with their personal health and care of their body. What kinds of training did you receive in order to help these students?

B. What kinds of activities did you use to carry out this goal?

C. How did your students accept the activities you used to reach this goal?

D. How could you tell that you were successful in implementing this goal?

VI. Understanding of Indianapolis

A. This is a goal of STRIVE. How were you trained to work with this goal?

B. How well did you know Indianapolis before STRIVE?

C. What kinds of activities did you do to get your students to understand Indianapolis?

D. Do you feel you know Indianapolis better than before you were in STRIVE?

E. How did you get to know Indianapolis better?

F. What could you do to learn more about Indianapolis?

G. How could you tell whether or not your students learned and understood Indianapolis?

VII. Attitude and Sensitivity Toward Others

A. What kind of training did you receive to help you with attitude and sensitivity?

B. How did you feel about working with the students on attitude and sensitivity?

C. How did you work with this goal? What kinds of activities did you do?

D. How could you tell if your students changed? Do you feel you accomplished this goal?

Part 2

VIII. Overview

A. Recall all of the activities that you did. What were the most successful activities?

B. How could you improve the activities that were not as successful?

C. When students became disorderly, how did you handle it?

D. How did your training prepare you to deal with discipline problems?

E. How do you feel about the training you received? How would you change the training if it needed to be changed?

F. How would you describe the STRIVE program?

G. Would you seek employment with STRIVE or a similar program next year?

H. What are your career goals?

I. How did your experience in STRIVE effect your career goals?

J. STRIVE expected 80 students at each site. How many students did you receive?

K. If you had fewer participants than expected what factors seem to best explain this?

L. How did you work with your site coordinators?

M. When you had a problem with the STRIVE program, who did you go to?

N. Since the field trips were a major part of the STRIVE program, describe the effectiveness of this part in achieving program goals.

Appendix F

STRIVE INTERVIEW

Students (4th and 5th Grade Students)

1. What did you like best about STRIVE?

2. What kinds of things did you learn in STRIVE?

3. What was your favorite field trip? Tell me about it - what did you learn?

4. Tell me about the teachers (tutors). What were they like? Were they prepared each day?

5. Would you come back to STRIVE next year?

6. How could STRIVE be a better program for kids?

Appendix G

STRIVE: WHAT STUDENTS GAINED

Tutor Questionnaire *

The stated goals for the students of the STRIVE program include improvement of self-concept, reading and arithmetic skills, decision-making skills, attention to personal health and care of the body, understanding of Indianapolis and attitude and sensitivity to others. In order to evaluate the program's impact upon students, please complete the following questionnaire. Please read each item and indicate the approximate percentage of elementary school students at your site which made recognizable progress on that dimension. You need not put your name or site on this sheet. Its purpose is not to evaluate particular sites, but to get an overall picture of the kind of impact which the STRIVE program has had.

Area of Potential Growth	Approximate Percentage Showing Growth								
1. Writing skills	90	80	70	60	50	40	30	20	10
2. Reading skills	90	80	70	60	50	40	30	20	10
3. Self confidence and esteem	90	80	70	60	50	40	30	20	10
4. Willingness to cooperate, follow directions	90	80	70	60	50	40	30	20	10
5. Listening skills	90	80	70	60	50	40	30	20	10
6. Speaking skills	90	80	70	60	50	40	30	20	10
7. Interest, enjoyment in learning	90	80	70	60	50	40	30	20	10
8. Interest in helping others/ community	90	80	70	60	50	40	30	20	10
9. Knowledge, appreciation of community	90	80	70	60	50	40	30	20	10
10. Knowledge, appreciation of Indianapolis	90	80	70	60	50	40	30	20	10
11. Better relationship with peers	90	80	70	60	50	40	30	20	10
12. Better relationship with high school students	90	80	70	60	50	40	30	20	10
13. Experiencing, acknowledging success	90	80	70	60	50	40	30	20	10
14. Artistic skills	90	80	70	60	50	40	30	20	10
15. Physical skills (i.e., aerobics)	90	80	70	60	50	40	30	20	10

Area of Potential Growth	Approximate Percentage Showing Growth								
16. Relation of trust with teacher	90	80	70	60	50	40	30	20	10
17. Taking responsibility for actions	90	80	70	60	50	40	30	20	10
18. Other _____	90	80	70	60	50	40	30	20	10
19. _____	90	80	70	60	50	40	30	20	10
20. _____	90	80	70	60	50	40	30	20	10

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Appendix H

STRIVE

Questionnaire for Fourth and Fifth Graders

Please circle the happy face if your answer is "yes". If your answer is no, please circle the sad face. If you are not sure of the answer, circle the question mark.

	YES	NO	I DON'T KNOW
1. I learned a lot about my community while I was in STRIVE.			?
2. I made new friends at STRIVE.			?
3. I learned about new careers at STRIVE.			?
4. I feel like I improved in reading.			?
5. I feel like I improved in math.			?
6. I would like to write letters to my group leader after the STRIVE program ends.			?
7. I would like to be in STRIVE next year.			?
8. I would like to tell other kids about STRIVE.			?
9. I think I will be a better student in school this year.			?
10. I would like to go back to some of the places I went to on the field trips.			?

Appendix I

Proposal

To

Indianapolis Public Schools
Office of Federal Programs
Indianapolis, Indiana

From

Indiana University
Center for Urban and Multiculutral Education
Office of School Programs
Indianapolis/Bloomington, Indiana

For

Project STRIVE
(Summer Trips Result In Valuable Education)
and
Project STAR I
(Summer Training Achieves Results)
Summer, 1983

Proposed Evaluation
of
Indianapolis Public Schools
(SYEP) Projects
STRIVE (Summer Trips Results in Valuable Education)
and
STAR I (Summer Training Achieves Results)

The Center for Urban and Multicultural Education (CUME) and the Office of School Programs (OSP) located at Indiana University proposes to evaluate 2 projects. from the Summer Youth Employment Program (SYEP), under the auspices of the Indianapolis Public Schools. Project STRIVE and STAR I are the programs to be evaluated. The purpose of both evaluations will be to describe the programs' design, implementation and outcomes. Both qualitative and quantitative analysis will be utilized in the evaluations. The following evaluation methods are predicated upon access to the needed data.

Project STRIVE

The goal of this program is to train and provide tutorial work experience for 30 participants whose career interests lie in the fields of education, child care or social service. The participants will implement academic and career exploration curriculum for elementary children under the direction of a coordinating teacher. Three elementary schools will be the sites for this project. Program goals for the students will include improvement in self-concept, reading and arithmetic skills, decision-making skills, attention to personal health and care of the body, understanding of Indianapolis and attitude and sensitivity toward others. On Monday, Tuesday and Wednesday, the tutors will engage the students in learning activities in preparation for a field trip on Thursday. Reviewing the trip and participating in learning activities which are outgrowths of the field trip will be Friday's activities.

The evaluation will incorporate four sources of information. The methods

of collecting the information will be the analysis of records (i.e., attendance records of students and tutors, attrition rate), observations (i.e., training, classroom activities and field trips), interviews (i.e., three coordinating teachers, three assistant site coordinators, eighteen tutors and ten percent of the students) and questionnaires (i.e., all students and tutors). Observations and interviews provide a qualitative analysis of the program, while the questionnaires and record analyses provide quantitative measures of evaluation.

Evaluation Procedures

Figure 1 outlines the evaluation procedures for Project STRIVE.

Variables	Data Source	Data Collection Technique	Logistical Arrangements
A. Attendance/ Attrition	Site coordinators; Tutors	Analysis of records (i.e., attendance - daily attendance; average daily attendance and enrollment· attrition rates; demographic data of students and tutors)	Request and collect records
B. Training	Consultant - Jim Kielsmeier Training Coordinator - Kathryn Hill Site coordinators Tutors	Observations Interviews Questionnaires	Site visits
C. Activities/ Curriculum	Site coordinators Assistant site Coordinator Tutors Students	Observations Interviews	Site visits
D. Field Trips	Site coordinators Assistant site coordinators Tutors Students	Observations Interviews Questionnaires	Attend three (3)

Variables	Data Source	Data Collection Technique	Logistical Arrangements
E. Achievement of program goals (i.e., Career Awareness, Community Awareness, Academic Achievement, Student Attitude Improvement, Youth Employment)	Strive coordinator Site coordinators Assistant site coordinators Tutors Students	Observations Interviews Questionnaries (i.e., Pre and Post Student Attitudinal Survies; and part of the 1982 St. Louis	Site visits
F. Work Experience	Strive coordinator Site coordinators Assistant site coordinators Tutors	Observations Interviews Questionnaires	Site visits

Details

The evaluator will acquire the attendance/attrition records at the site of the program from the site coordinators and tutors. The analysis of these records will include student's enrollment, daily attendance, average daily attendance and demographic data and tutor's attendance. attrition rates and demographic data. The training component will be analyzed for its ability to prepare STRIVE employees (site coordinators, assistant site coordinators, tutors), for effective implementation of the program. Classroom activities and the program's curriculum will be evaluated for their design, skills. appropriateness and effectiveness to achieve program goals, implementation and follow-up. Criteria for the analysis of the field trips will include: preparation, application of skills, student interest and behavior, student appreciation and understanding of each field trip, value and appropriateness of the learning experience. Coordinators, tutors and students will be observed, interviewed and surveyed to see if the program's goals were

achieved (i.e., career and community awareness, academic achievement, student improvement and youth employment). The tutor's work experience will be examined for job performance, career and community awareness, relationships with students, job motivation, attitudes and operational procedures (i.e., pay, schedules, organizational structure).

The evaluation process will utilize a systematic implementation of the data collection procedures (see Timetable). The final evaluation report will be received by the school system during September 1983.

STAR I

The goal of STAR I is to provide a well-structured internship program coupled with training and counseling activities. The project is made of several components: Training; Counseling; The GOLD STAR Mentor Pilot Program; Tutoring; and on-going work-site employement. There are approximately 300 students in the STAR I project. However, there is much overlapping of participants within the above components, with no all of the students in all parts of the project.

The evaluation will incorporate four sources of information to analyze the multi-faceted STAR I program. The methods of collecting the information will be the analysis of records (i.e., attendance and attrition rates of the participants, demographic data; observations (i.e., training GOLD STAR Mentor group sessions and the tutoring component); interviews (i.e., random sample of GOLD STAR Mentors, job coaches and GOLD STAR Student participants); and questionnaires (i.e., all STAR I student participants, all GOLD STAR Mentors, and employers who retain more than five STAR I students). Observations and interview provide a qualitative analysis of the program, while the questionnaires and record analysis provide quantitative measures of evaluation.

Evaluation Procedures

Figure 2 outlines the evaluation procedures for the STAR I program.

Variables	Data Source	Data Collection Techniques	Logistical Arrangements
A. Attendance/ Attrition	STAR I Coordinators	Analysis of records (i.e., student-employee attendance, demographic data)	Request and collect records
B. Training	STAR I Coordinators Students	Observation Interviews Questionnaires	Site visits
C. Curriculum (i.e., tutoring, training)	STAR I Coordinators Tutoring Employees	Interviews Questionnaires Analysis of curricular materials	Interviews Site visits
D. Counseling	STAR I Coordinators GOLD STAR Mentors Job coaches Students	Interviews Questionnaires	Interviews Mail surveys
E. Achievement of program goals (i.e. Internship - youth employment, career awareness and aspirations, student motivation, job performance, mentor and counseling assistance and job training.)	STAR I Coordinators GOLD STAR Mentors Job coaches Students	Interviews Questionnaires	Interviews Mail surveys
F. Youth Employment	STAR I Coordinators Employers, Students Job Coaches	Analysis of records Interviews Questionnaires	Collect records Interviews Mail surveys

Details

The evaluators will acquire the attendance/attrition records at the conclusion of the summer program from the STAR I coordinators. The attendance and demographic data of the student-employees will be examined. Analysis of the on-going employment training will focus on the teaching of basic job skills and performance and job related problems. The tutorial and training curriculum will be evaluated for its design and appropriateness for achieving program goals, application of skills and follow-up. A most important aspect of the GOLD STAR and student employment projects is the counseling component. Analysis of this component will investigate the following frequency of contact between mentors/job coaches and students, availability of counselors, quality and value of counseling sessions, networking opportunities and career guidance. Coordinators, mentors, job coaches and students will be surveyed to ascertain the realization of program goals (i.e., youth employment, career awareness and aspirations, job performance, mentor and counseling assistance and job training). An investigation of the youth employment factor will involve attendance/attrition rates, career match, job performance and motivation, operational procedures (i.e., pay, schedules, organizational structure).

The evaluation process will utilize a systematic implementation of the data collection procedures (see Timetable). The final evaluation report will be received by the school system during September, 1983.

Timetable

Project STRIVE

(June 13 1983 - August 5, 1983)

	June 13 - June 17	June 20 - June 24	June 27 - July 1	July 5 - July 8	July 11 - July 15	July 18 - July 22	July 25 - July 29	August 1 - August 5
	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F
Analysis of Records (Attendance, attrition rates)			X		X			X
Observations	X	X	X X		X X	X X		X X X
Interviews		X X			X X	X X		
Administration of Questionnaire							X X X	X X X

The above timetable details only the length of the summer program and proposed evaluation intervals.

Timetable

STAR I

(July 5, 1983 - August 19, 1983)

	July 5 - July 8	July 11 - July 15	July 18 - July 22	July 25 - July 29	August 1 - August 5	August 8 - August 12	August 15 - August 19
	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F
Analysis of Records			X		X		X
Observations	X			X		X	
Interviews			X X			X X X X X	X X X X X
Administration of Questionnaire						X X X	X X X

The above timetable details only the length of the summer program and proposed evaluation intervals.

BUDGET

	University Contribution	Indianapolis Public Schools
Center Director (10%) TIAA/CREF J. John Harris III	$1024.80	
Assistant Director for Programs and Research (15%) TIAA/CREF Camilla A. Heid	975.00	
Project Coordinator (100%) PERF Teresa L. Jump	1897.50	$3795.00
Secretary (20%) PERF	645.39	
Benefits (TIAA/CREF 27.1%) (PERF 18.7%)	541.95 475.52	709.67
Travel (1900 miles @ .23/mile)		437.00
Postage		125.00
Printing and Duplicating		293.00
Consultant for Evaluation		640.00
TOTAL	$5560.16	$5999.67

Requested Information*

In order to begin the evaluation process, the following information will be needed by Monday, July 18th.

1. A list of all the criteria used to select the student participants in STAR I (i.e., GOLD STAR Mentor Project; tutoring; matching criteria for student-employment sites).
2. A list of all students in the program and their assigned components.
3. A list of job sites, contact persons or supervisors of student employees, addresses, telephone numbers and the names of each student who is assigned to each job site.
4. A list of all adult GOLD STAR Mentor volunteers with addresses and telephone numbers.
5. A schedule of any further organized group contact with adult mentors.
6. Final attendance records of all students and a copy of each attendance form used for each component.
7. A copy of all the summer STAR I curriculum or project guides (i.e., Tutoring Project Training Manuals, GOLD STAR Mentor Project, Student Employment Manuals).
8. A list of the names of all the job coaches, their addresses and telephone numbers and suggested time to contact.
10. A copy of the schedule of pay days and pay sites.

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*The timeline modification for the evaluation activities will be predicated upon the receipt of the aforementioned information.